



## Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1SS038 Svenska som andraspråk - kulturmöte och språkutveckling i förskolan, 15 högskolepoäng

1SS038 Swedish as a second language - cultural encounters and language development in pre-school, 15 credits

### **Main field of study**

Swedish as a Second Language

### **Subject Group**

Swedish as a Second Language

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved by Faculty of Arts and Humanities 2023-06-13

The course syllabus is valid from spring semester 2024

### **Prerequisites**

General entry requirements

## Objectives

### **Overall objectives**

After completing the course, the student should be able to:

- describe language development from a second-language perspective using different theoretical frameworks
- apply critical and intercultural perspectives to practices aimed at developing language and knowledge in multilingual children.

### **Module 1. Cultural encounters with children and caregivers, 7.5 credits**

After completing the module, the student should be able to:

- explain fundamental concepts related to culture, ethnicity, migration, and integration
- describe the significance of caregivers for children's multilingualism

- demonstrate knowledge of the importance of an intercultural approach in interacting with multilingual children and caregivers in Swedish preschools.

## **Module 2. Language, language learning, and second language development**

After completing the module, the student should be able to:

- describe the conditions for language development in multilingual children
- compare and problematise various theories of first and second language development
- plan and discuss teaching practices that support second language development in preschool, based on research and their own and others' experiences, in relation to the policy documents.

## **Content**

The course deals with second language development in preschool-aged children, with a focus on practices aimed at developing language and knowledge. The role of motivation in language development is discussed, along with collaboration with caregivers.

### *Professional basis and professional progression*

The course provides opportunities for students to engage with research relevant to the profession. The course, as a whole, offers perspectives on Swedish as a second language within areas related to didactic and methodological aspects of language learning and second language instruction in preschool.

### *Scholarly approach and scholarly progression*

In the course, students have the opportunity to enhance their ability to engage with research relevant to the profession, both orally and in writing. The course provides training in presenting research findings objectively and accurately, with a critical approach.

### *Subject didactic approach*

To strengthen the connection between theory and practice, field studies are conducted as a basis for reflection, critical examination, and reassessment of approaches. This course includes field studies with a focus on practices aimed at developing language and knowledge, based on a multilingual perspective.

## **Module 1. Cultural encounters with children and caregivers, 7.5 credits**

Module 1 includes children's literature depicting migration and refugee experiences. Through the study of literature, didactic approaches are discussed in relation to multilingual children and caregivers, problematising concepts related to culture, ethnicity, migration, and integration.

## **Module 2. Language, language learning, and second language development, 7.5 credits**

Module 2 covers fundamental knowledge about language, children's language development, and teaching multilingual children. The module explores various theoretical perspectives on multilingualism and language development. Emphasis is placed on highlighting the role of motivation in language development. The module furthermore provides an introduction to second language teaching methods in preschool settings by examining various teaching approaches and practices aimed at developing

language and knowledge, based on current policy documents for preschool and preschool class education.

## Type of Instruction

Instruction is delivered in the form of lectures, group discussions, and field studies.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive a Pass, the student must achieve the course objectives. Grading criteria for a Pass with Distinction will be provided in writing when the course starts.

Module 1 (Cultural encounters with children and caregivers) is examined through written hand-in assignments (1.5 credits) and a take-home exam (6 credits).

Module 2 (Language, language learning, and second language development) is examined through written hand-in assignments (1.5 credits) and a take-home exam (6 credits).

In order to receive a Pass with Distinction for the course as a whole, the student must have received this grade for both modules.

If the university has decided that a student is entitled to special study support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

Resit examination is offered in accordance with Local regulations for courses and examination at the first- and second-cycle levels at Linnaeus University.

## Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

## Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: The course corresponds fully to 1FL028 (15 credits) and 1SS121 (15 credits), and Modules 1 and 2 (15 credits) of 1SS120 at Linnaeus University.

## Required Reading and Additional Study Material

### Common literature for all modules:

Skolverket. (n.d.). *Flerspråkighet i förskolan*. Stockholm: Skolverket. Available on Skolverket's website.

Skolverket. The latest edition. *Läroplan för grundskolan, förskoleklassen och fritidshemmet Lgr 22*. Stockholm: Skolverket. 266 pp. Available on Skolverket's website.

Skolverket. 2019. *Läroplan för förskolan: Lpfö 18*. Stockholm: Skolverket. 24 pp. Available on Skolverket's website.

### **Module 1. Cultural encounters with children and caregivers, 7.5 credits**

Anveden, Poa Håland. 2020. *Den inkluderande förskolan. En handbok*. Lund: Studentlitteratur. Approx. 50 pp. ISBN: 978-91-44-13299-0.

Björk-Willén, Polly (ed.). 2018. *Svenska som andraspråk i förskolan*. Stockholm: Natur & Kultur. Approx. 50 pp. ISBN: 9789127822740

Enskild, Hilde & Hambro, Benedicte. 2005. *Snick och snack. En praktisk bok om muntligt berättande*. Stockholm: Liber. Approx. 80 pp. ISBN: 978-91-47-05283-7

Lahdenperä, Pirjo (ed.). 2018. *Den interkulturella förskolan. Mål och arbetssätt*. Stockholm: Liber. 137 pp. ISBN: 978-91-47-12769-6.

Lupsa, Manuela. 2020. Transspråkande i en förskoleklass. In *Humanetten* No 4, autumn 2020. 27 pp.

Pearson, Barbara Z. 2007. Social factors in childhood bilingualism in the United States. *Applied Psycholinguistics* 28(3). Pp. 399–410. 12 pp.

Sandell Ring, Anniqa. 2021. *Mångfaldens förskola: flerspråkighet, omsorg och undervisning*. Lund: Studentlitteratur. Approx. 200 pp. ISBN: 9789144133263.

Children's literature chosen in consultation with the teacher (Approx. 200 pp.).

### **Module 2. Language, language learning, and second language development**

Anveden, Poa Håland. 2020. *Den inkluderande förskolan. En handbok*. Lund: Studentlitteratur. Approx. 100 pp. ISBN: 978-91-44-13299-0.

Björk-Willén, Polly (ed.). 2018. *Svenska som andraspråk i förskolan*. Stockholm: Natur & Kultur. Approx. 50 pp. ISBN: 9789127822740

Gjems, Liv. 2018. *Förskolans arbete med tidig litteracitet: på barns villkor*. Lund: Studentlitteratur. ISBN: 978-91-44-11827-7. 192 pp.

Nettelbladt, Ulrika & Eva-Kristina Salameh. 2022. *Språket hos enspråkiga och flerspråkiga barn*. Lund: Studentlitteratur. ISBN: 978-91-44-12671-5. Approx. 200 pp.

Palojärvi, Anu, Palviainen Åsa & Mård-Miettinen Karita (ed.). 2016. *På finska och svenska: tvåspråkig pedagogik i daghem och förskola*. 77 pp. Available on Jyväskylän University's website [jyu.fi](http://jyu.fi).

Sandell Ring, Anniqa. 2021. *Mångfaldens förskola: flerspråkighet, omsorg och undervisning*. Lund: Studentlitteratur. Approx. 200 pp. ISBN: 978-91-44-13326-3.

Ushioda, Ema. 2011. Language learning motivation, self and identity: current theoretical perspectives. In *Computer Assisted Language Learning* 24(3). Pp. 199–210. 12 pp.

Material provided by the department. Approx. 200 pp.